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AUTHOR Herr, David E.; And Others
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ABSTRACT

This paper describes a program implemented at the James Madison University (Virginia), Department of Special Education, to train student teachers to manage aggressive and violent behavior. Training in the Alternatives for Handling Aggressive and Violent Behavior (A-HAV-B) Approach involves a three-credit behavior management course, certification in the Mandt System for Managing People, and student teaching experience. The behavior management course teaches competencies in four major approaches to handling misbehavior: preventative planning; anticipatory response techniques; assertiveness; and systematic interventions. The Mandt System teaches both nonphysical techniques (including body positioning, attitude, and verbal and nonverbal communication) and physical techniques (focusing on protecting and managing without attempting to control the aggressor). Trainees in the A-HAV-B program serve a 75-hour internship at a state-operated residential facility for youth with emotional disturbances, and have access to Mandt trainers as mentors and student teaching supervisors. Trainees report high degrees of confidence and effectiveness in using the A-HAV-B techniques with children and youth in a variety of settings. The course outline is attached. (PB)

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Training Teachers for Troubled Times

David E. Herr, Reid J. Linn, & Sherry L. Herr

James Madison University

The problem of student aggression and violence is rapidly growing. Media reports of aggressive and violent episodes in school are commonplace and studies, such as the 1993 ***USA Today*** survey of 65,000 sixth though twelfth graders which revealed that over one-third "don't feel safe at school" (Furlong, 1994, p. 3), have widely demonstrated this. Today's educators must be able to deal effectively with aggression and violence!

Many studies reveal, however, that most educators receive little or no formal training in the use of strategies with aggression and violence. For example, the Virginia Association of School Superintendents (1992) summit on school violence staffed by representatives of Virginia's seven major educational organizations (e.g., Virginia Association of Secondary School Principals, Virginia Education Association) found that teachers and administrators widely report "that their training has not generally equipped them with the skills to manage many of the [aggressive and violent] youth now in their classrooms" (p. 6). Similarly, the California Commission on Teacher Credentialing Violence Advising Panel nationwide study of state school board members, teacher licensing directors, and teacher preparation programs found that "teachers and other educators felt strongly that special training to address school violence is needed . . . [but] they felt unprepared to address violence in the school and acknowledged they had received little or no training in their credentialing programs" (Dear, Scott, & Marshall, 1994, p. 6).

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Thus, it is important that college and university teacher training programs develop viable methods to use in preparing teachers to handle violent and aggressive behavior.

Instructional Objectives

Described in this presentation is an innovative and new approach used by the James Madison University (JMU) Department of Special Education to prepare teachers in the use of strategies in managing aggressive and violent behavior: the ***Alternatives for Handling Aggressive and Violent Behavior*** (A-HAV-B) ***Approach***. Participants will understand:

(1) the four major components of the A-HAV-B approach.

(2) various Preventative Planning, Anticipatory Response, Assertive and Systematic Interventions that can be employed with aggressive and violent individuals.

(3) the **Mandt System for Managing People** (David Mandt & Associates, 1993) graded system of alternatives and its five nonphysical and five physical strategies.

Included are audiovisual descriptions and modeling of a variety of techniques. Role-plays involving participants will be used.

Presentation Content

The A-HAV-B Approach consists of four major components. Trainees complete a 3-credit hour behavior management course, certification in the **Mandt System for Managing People**, a mentoring program, and one or more student teachings.

SPED 512: Behavior Management.

This course is based on the ***least restrictive model of alternatives***. Trainees develop competencies under four major categories of alternatives to handling misbehavior: Preventative Planning, Anticipatory Response Techniques, Assertiveness, and Systematic

Interventions. Examples of techniques under each category include:

Preventative Planning Techniques. Effective behavior managers obviate most misbehavior by using such techniques and strategies as:

(1) Teacher Movement. The more the teacher moves around the classroom, the fewer the behavior problems and the higher the rate of attention to task and task involvement.

(2) Modeling. Teachers' behaviors are "contagious." One of the first strategies effective teachers use is to "practice what they preach." A teacher, for example, desiring students to "be polite" must treat the students with politeness.

(3) *A & A: "The Magic Potion!"* One of the most power strategies is to provide all students with noncontingent attention and approval. In fact, the effective manager will provide the students who misbehave the most with more "A & A" than the other students. This is not time-consuming, as all that is required is a few seconds each class period. This works with even the most serious behavior problems, because most misbehavior is attention-seeking and providing attention prior to misbehavior curtails the need for it.

(4) Active Involvement. Most misbehavior occurs when "there is nothing better going on." The effective manager "soaks up all of the time" with planning. For instance, they plan activities (Warm-Up's) at the beginning of class and high interest activities for students who complete their work early.

(5) Success! Successful students misbehave less frequently than those who are not

successful. Thus, using strategies that assure the success of **all** students can effectively decrease inappropriate behavior.

(6) Motivation. Motivated students, too, tend not to misbehave. Unmotivated student **do misbehave**. Thus, behavior management focuses on motivating the unmotivated. We have found, however, that their is no methodological magic to motivating the unmotivated. In fact, motivation is a part of **all that the effective teacher does! Teaching is motivation!**

(7) Rules: The Foundation. Research has widely demonstrated that effective behavior managers clearly communicate their rules to their students at the very beginning of the school year. During the initial weeks of the school year, they role-play, demonstrate, and teach these rules to their students. As well, they have only a few (three to five) rules that are positively-stated; focus on what the student **should do** (e.g., "raise hand for permission).

(8) Praise! It is clear that effective managers focus most of their attention on "catching students being good." When they do, they use a variety of social reinforcers including praise, nonverbal reinforcement, positive notes to the student and/or his/her parents, special activities, certificates, and other inexpensive or "free" events that follow positive student behavior. It is important that the teacher use verbal praise in a credible fashion (coupled with appropriate nonverbal language) so that it has meaning to student for whom it is intended.

Anticipatory Response Techniques. The effective behavior manager is "with-it;" that is, (s)he

has "eyes in the back of his/her head" and can spot misbehavior at its very beginning. Then, (s)he uses short, subtle, and positive techniques such as those listed with the aim of redirecting the student.

(1) Proximity Control. Moving in close proximity to the student in a nonthreatening, subtle manner.

(2) Voice Control. Raising or lowering pitch or volume, changing cadence, or tempo, or increasing the speed of the voice.

(3) Pause. The teacher ceases talking for several seconds.

(4) Name-Calling. Using the first name of an off-task student in a story or an example.

(5) Vicarious Reinforcement. Using a child's inappropriate behavior as a cue to praise one or more students who are engaged in the desired behavior.

(6) Eye Contact. Using the "Automatic Scanner," the teacher pauses for a second to achieve eye contact with the student.

(7) Regrouping. Moving a child from one place in the classroom to another without "making a big deal about it."

(8) Rule Reminder. Simply reminding the student of the rule which is being broken.

There are many other similar techniques that can be used.

Assertiveness. When prevention does not work, the effective manager is assertive. (S)He clearly and firmly communicates to the student that the behavior is inappropriate and must stop. To do so, requires that the teacher be able to use effective "language," involving

proxemics, kinesics, and paralanguage.

Corrective Consequences. The manager is, also, prepared to "back up his/her words with actions" (negative consequences such as time-out, in-school suspension, etc.). To be effective, these "actions" are followed up with brief conferences with the student to make a written plan which highlights what the student will **do** to avoid the negative consequences, when similar situations which gave rise to the inappropriate behavior reoccur.

Mandt System for Managing People.

The **Mandt System** is a widely-used and highly effective approach used to manage with aggressive and violent behavior. Over 60,000 persons certified annually in its use. Two JMU Special Education faculty members, certified as **Mandt System** trainers, provide trainees and their Cooperating Teachers a 20-hour **Mandt Training** workshop which leads to **Mandt** certification.

The **Mandt System** is divided into two major components: Nonphysical Techniques and Physical Techniques. Emphasized are the Nonphsycial Techniques because, when they are used, the need for using the more restrictive Physical Techniques is greatly diminished. The Nonphysical Techniques include Philosophy and Attitude (e.g., treating/managing each person with the utmost of dignity), Physical Presence, Body Positioning (in a nonconfrontive stance), Nonverbal (proxemics, kinesics, paralanguage), and Verbal techniques. When the Physical Techniques are used, the least restrictive are preferred and all are used with the aim of protecting, while managing (**not controlling**) the person with whom they are employed.

Mentoring Program

A-HAV-B trainees are placed for a 75-hour internship at DeJarnette Center; a state-operated residential facility for emotionally disturbed youth. Each staff member **Mandt**-certified serves as a model and mentor for the trainees.

Student Teaching

The JMU **Mandt** trainers serve as student teaching supervisors for trainees. They who provide frequent feedback and support to trainees, as do the Mandt-trained Cooperating Teachers. While student teaching, the trainees have the opportunity to be involved in Mandt training of other persons.

The A-HAV-B approach has been used just over one year. Trainees report a high degree of confidence and effectiveness in using it with children and youth in a variety of settings.

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Training Teachers for Troubled Times

David E. Herr, Reid J. Linn, & Sherry L. Herr
Department of Special Education
James Madison University
Harrisonburg, VA 22807 [540-885-5079; FAX: 540-568-2829]

EFFECTIVE BEHAVIOR MANAGERS . . .

Obviate Most Misbehavior By Using:	Nip Initial Misbehavior *In The Bud* By Using:	*Draw the Line* By Using:	Follow-Up *Words With Actions* By Using:
Preventative Planning Techniques	**Anticipatory Response Techniques**	**Assertiveness**	**Corrective Consequences**
(1) Teacher Movement (2) Modeling (3) *"A & A!"* (4) Active Involvement (5) Effective Teaching (6) *Success!* (7) *Motivation!* (8) Rules: *The Foundation!* (9) *Positive Scanning!* (10) *Praise!*	(1) *Automatic Scanner* (2) *"Doing Something Sneaky,"* like: *Chillin'! *Proximity Control *Pause *"Name-Calling" *Vicarious "A & A!" *Eye Contact *"The Look!" *Signal Interference *Refocusing *Questioning *Distraction *Regrouping *Restructuring *Antiseptic Bouncing *"T.L.C.!" *Rule Reminder *Probing (3) *Praise!*	Clearly and Firmly Let The Student Know *"This Is It!"* *Use Body-Talk! (1) Proxemics *Space (Near, but not too near!) (2) Kinesics [I mean it! - but I'm not being confrontive!] (3) Paralanguage *Tone (no impatience, condensation, etc.) *Volume (< Inside Voice!) (5) Praise!	(1) Hierarchy of 4-6 Negative Consequences, for example *1st Offense: Classroom Isolation (CI) *2nd Offense: CI + Behavior Improvement Plan (BIP) *3rd Offense: Isolation in School Office *4th Offense: OSS (1 day) + Schoolwide Policies (2) Counseling (3) *Systematic Reinforcement Program* (4) *Other Systematic Approach(es)*